DOCUMENT RESUME

ED 097 931 JC 740 425

AUTHOR	Whitley, Aliece F., Ed.
TITLE	Counseling the Disadvantaged Junior College Student: Approaches Suggested by Higher Education Achievement Program Counselors, Fall 1973.
INSTITUTION	Southern Association of Colleges and Schools, Atlanta, Ga.
SPONS AGENCY	Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.
PUB DATE	May 74
NOTE	20p.; Workshop Report of the Higher Education Achievement Program
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Academic Achievement; Communication Skills; Compensatory Education Programs; *Counseling Effectiveness; *Counseling Programs; *Disadvantaged Youth; Guides; Higher Education; *Junior College Students; Low Ability Students; Peer Teaching; Post Secondary Education; *Student Personnel Services
IDENTIFIERS	HEAP; *Higher Education Achievement Program

ABSTRACT

Papers by several counselors who participated in a workshop for the Higher Education Achievement Program (HEAP) counselors, in October 1973, are provided. The papers are: "Higher Education Achievement Program Counseling" by Aliece F. Whitley; "Use of Surveys in HEAP Education Class" by Cynthia Lee and Jack Selter; "Communicating in the Small Group" by Virginia M. Tatum; "The Kittrell Colle[illegible]eer Tutoring Program" by Carolyn McCollum and Charles Williams; "Two Kinds of Student Services" by Elouise Alston and George Williamson; "Planning for Positive Experiences" by Henry E. S. Granger; and "The HEAP Counseling Program at S. D. Bishop State Junior College" by Aliece F. Whitley and Ervin Thornton. (DB)

ED 097931

COUNSELING THE DISADVANTAGED JUNIOR COLLEGE STUDENT: APPROACHES SUGGESTED BY HIGHER EDUCATION ACHIEVEMENT PROGRAM COUNSELORS, FALL, 1973

Edited by

Aliece F. Whitley
S. D. Bishop State Junior College

JC 740 425

A Workshop Report of the Higher Education Achievement Program, a Consortium Effort of Eleven Southern Junior and Community Colleges Assisted by Education Improvement Program, Southern Association of Colleges and Schools, 795 Peachtree Street, N. E., Atlanta, Georgia

CONTENTS

Page

HIGHER EDUCATION ACHIEVEMENT PROGRAM COUNSELING--
Aliece F. Whitley, S. D. Bishop State
Junior College 1

USE OF SURVEYS IN HEAP EDUCATION CLASS--Cynthia
Lee and Jack Selter, Brunswick Junior
College 2

COMMUNICATING IN THE SMALL GROUP--Virginia
M. Tatum, St. Philip's College 5

THE KITTRELL COLLEGE PEER TUTORING PROGRAM--
Carolyn McCollum and Charles Williams 9

TWO KINDS OF STUDENT SERVICES--Elouise Alston and
George Williamson, Jefferson Community College . . . 11

PLANNING FOR POSITIVE EXPERIENCES--Henry E. S.
Granger, Meridian Junior College 13

THE HEAP COUNSELING PROGRAM AT S. D. BISHOP
STATE JUNIOR COLLEGE--Aliece F. Whitley
and Ervin Thornton 16

BEST COPY AVAILABLE

FOREWORD

Since 1971, twelve junior and community colleges across the South have been involved for periods ranging from one to three years each in an ambitious project to establish and operate superior developmental education centers. This effort--entitled the Higher Education Achievement Program--has been funded through Title III grants from the Developing Institutions Branch of the U. S. Office of Education. It has been the distinct privilege of the Education Improvement Program, Southern Association of Colleges and Schools, to serve as assisting agency for this consortium of committed institutions operating total developmental education projects.

HEAP centers have had two goals. The first has been to enroll students from population groups traditionally excluded from higher education--minority group students, students from low-income families, students with long histories of low scores on standard measures of academic achievement. Many HEAP students have come into the program with every one of these characteristics. The second goal of the HEAP centers has been to offer these students highly innovative education to help them acquire the skills development and the personal development necessary to assure their future success.

HEAP staffs have recognized that theirs has been a large order--to seek out students of sorts that most colleges have turned away, and to change these students from truly high-risk freshmen into truly competitive sophomores. At some colleges, the HEAP faculty have faced open doubts that this mission could be accomplished.

The final results of the HEAP will be told in the future, but it is already obvious that this is one educational experiment which has realized many of its goals. Former HEAP students in large numbers have persisted in college. After a year in HEAP, supported by a team of highly qualified, imaginative, and intensely concerned instructors and counselors headed by a campus HEAP coordinator, a high percentage of former HEAP students have proven themselves capable of earning normal grade point averages; and a surprisingly large number have become honor students. Even more impressive is the student activities record of former HEAP students. It was expected that HEAP students would learn to be more self-directive and more concerned, since a major emphasis of the HEAP was to develop students into more fully actualized persons--to make them more conscious, more confident, and more creative as ways of becoming more competent. But these students have surpassed all expectations in their activity as participants in student and community affairs. On some campuses, entire slates of HEAP students have successfully campaigned and been elected to student offices. Students who were considered highly marginal prospects for admission to college have become presidents of student governments, editors of newspapers and yearbooks, and members of honor societies. The results of brief bursts of enthusiasm? Perhaps. Only time will tell. But after observing the results of HEAP approaches for nearly three years, I'm betting

BEST COPY AVAILABLE

on the students. It may have required unusual encouragement to get some of these students started; but now, having seen both the failure and the success sides of the coin, they have an appetite for excellence and high achievement which will not be easily satiated.

In many of the former HEAP students I have observed another kind of appetite also, an appetite of a rare and valuable sort, and of a sort which seems to develop only by "rubbing off" from someone who already has it. That is the appetite for helping people--the appetite for caring rather than merely fronting, as one of the essays in this collection puts it.

It is, after all, a collection; and rather a small one at that. At one time I had a vision of the kind of beautiful document it would be possible to put together if somehow we could encourage each HEAP counselor and instructor to express simply and honestly one or two true feelings about his work, and just one or two of his toughest practical observations about how he had gotten his work done. I have to confess that we haven't captured much of that. But we have captured some of it.

Aliece Whitley, a HEAP counselor at S. D. Bishop State Junior College in Mobile, managed to gather the enclosed essays from some of the HEAP counselors who participated in the consortium faculty development workshop for counselors in New Orleans on October 15 and 16, 1973. In that workshop, chaired by Lula Lowe of Delgado Junior College, nineteen HEAP counselors whetted their ideas about counseling disadvantaged students, one idea against another, one misgiving against another, one modification against another. What emerged was, I think, a great deal of reinforcement of the idea that where there is both a will <u>and</u> a way, both a dream <u>and</u> a lot of hard work, disadvantaged students can be helped to succeed to a degree that often does more than simply border on the miraculous. Only a tiny portion of that whetting is included here, but I think it is well worth reading.

Atlanta, Georgia
May, 1974

Stewart Phillips, Associate Director
Higher Education Achievement Program
Education Improvement Program
Southern Association of Colleges & Schools

HIGHER EDUCATION ACHIEVEMENT PROGRAM COUNSELING

Higher Education Achievement Program counseling differs from the counseling employing the "tools and techniques" usually expected of professional counselors, in that it dedicates itself to every conceivable need of the students, and attempts as well to encourage self-awareness, self-determination, self-realization, and self-concept in HEAP students. The HEAP students are chosen from groups of the educationally disadvantaged and/or the underachievers. HEAP counseling helps to orient these students toward achievement and prepares them for participation in the regular college environment.

This is the basis for the presentation I and Ervin Thornton, HEAP counselors at the HEAP center at S. D. Bishop State Junior College, made in the workshop represented by contributions in this present collection of essays. It seems also to be the basis for the other essays collected here. HEAP counselors tend to be practical individuals, not dreamers and theorizers so much as hard workers who truly love their students. That's pretty much where we're coming from.

Aliece F. Whitley
S. D. Bishop State Junior College
Mobile, Alabama

USE OF SURVEYS IN HEAP EDUCATION CLASS--Cynthia Lee and Jack Selter, Brunswick Junior College

The focal point for the use of the surveys with this year's students at Brunswick Junior College came in the HEAP education class. This course provides the opportunity for a student to explore his academic, social and vocational self.

Survey of Study Habits and Attitudes

Many people in higher education seem to agree on the importance of students acquiring effective study habits and attitudes for achieving success in college.

This year HEAP students at Brunswick Junior College were given the Survey of Study Habits and Attitudes (SSHA). The scores on the subscales of the SSHA reflects attitudes and study habits that are significantly related to academic success and are relatively independent of scores on scholastic aptitude tests.

The HEAP education class was used to administer the survey to students with subsequent days used to evaluate and discuss the different subscales with the students. This activity was followed by a Study Skills class (10 days) designed to help students strengthen identified study habits problems.

Personality Orientation Inventory

We in HEAP are acutely aware that the way in which our students and all students learn to behave and perform academically seems to be greatly influenced by their feelings about themselves. There is increasing evidence found throughout the literature which indicates that low academic achievement may be due in part to negative perceptions of the "SELF." Hence, if we believe that how

a student achieves depends not only on how intelligent he actually is but on how intelligent he "feels" or "thinks" he is, it behooves us as counselors to utilize every available resource to aid our students in developing positive self-concepts. The primary instrument designed to measure and assess self growth of participating students at BJC is the Personality Orientation Inventory (POI) administrered on a pre and post test basis at the beginning and end of the academic year.

Although much controversy centers around the effectiveness of the POI, an innovative attempt is being made to utilize the results in a way most relevant to our students. Students and HEAP counselors used data obtained from pre-POI testing and expected scores, i.e. student evaluations of themselves on the 12 factors of the POI inventory to identify areas of individual student concern. The impetus for this is our belief that a student's difficulty in a basic subjectlies in his own evaluation of himself. In order to promise coherence and follow-up to this activity, a segment of the HEAP education class was devoted to student discussion and understanding of the importance of developing and enhancing a positive self-concept.

Strong Vocational Interest Blank

The identification and selection of the "right" occupational area is one concern which seems to affect all college students.

In order to meet this need, a portion of the HEAP education course was designed to help students broaden their perspective on the world of work.

One of the primary tools used in this task was the administration and student/counselor evaluation of the Strong Vocational Interest

Blank (SVIB). This blank has forms formen and women. Interest blank results were accompanied by a new counseling aid which provided an abundant source of information that was used in group and individual sessions. Other activities such as student use of the Dictionary of Occupational Titles (DOT) and Occupational Outlook Handbook (OOH), how to find jobs, how to fill out job application forms, and video-taped student job interviews highlighted the use of the SVIB.

Summary

The purpose of this brief report has been an attempt to share with you some of the ideas and techniques that HEAP counselors at BJC have been using to enhance the total growth of its students. We feel that several benefits are readily identifiable from the use of such surveys: (1) students can increase awareness in areas in their self-structure to which they may devote more time for development; (2) students and counselors have the opportunity to interact with one another, opening up other areas of discussion; (3) students and counselors have an opportunity to work in groups and one-to-one settings, which helps facilitate trust and openness; finally, (4) instructors can provide specially designed projects to help enhance student progress in the aforementional areas.

COMMUNICATING IN THE SMALL GROUP--

Virginia M. Tatum, St. Philip's College

Basic to the vitality of any real relationships are open communication, cooperation, and understanding. The teacher-student relationship in the college setting is no different. The classroom teacher who successfully conducts learning experiences for his student utilizes those instructional processes which maximize involvement, confidence, creativity and imagination. The small group session is rising in popularity as a process which very effectively facilitates learning.

The counselor in the Higher Education Achievement Program should take every opportunity (1) to utilize group interaction in counseling, and (2) to lead classroom teachers in practicing the technique. Counselors in St. Philip's Higher Education Achievement Program use a package of activities to get teachers started.

The ideas in this package are designed to enhance learning, through group interaction, for those students who have had difficulty responding in the traditional formal setting.

The group interaction ideas in this package are compiled from various sources. Some are original and others come from shared experiences with consultants and counselors in education. The exercises have been used effectively by counselors and classroom teachers on all levels--elementary, junior and senior high school, and college.

The activities presented are not rigid in their format. The facilitator is encouraged to be flexible in applying individual

creativity and sensitivity based on situational and individual needs.

The interaction ideas are simply designed to help students and teachers:

1) Get acquainted
2) Share "openly and honestly" with each other
3) Discover new ways of saying things
4) Develop listening skills
5) Increase awareness of their own feelings
6) Improve sensitivity to the feelings of others
7) Maximize information resources
8) Develop confidence and courage

In the area of instruction, interaction activities can serve as interesting and exciting introductions to new units in creative writing and oral communication. Examples might be paragraph and theme development, short story and short play writing, prose and poetry writing and debating.

The "What Wheel" for instance can be a creative way of producing descriptive words, phrases, and sentences that later can be incorporated into descriptive paragraphs. A creative teacher will use the What Wheel in many different ways.

Instructions: Pass out a copy of the What Wheel (a circle divided into eight "slices" like a pie) to each member of the group, ask the students to choose a partner--someone they do not know very well.

Find a comfortable seat where they can observe each other (students are not to talk).

Write down in each space of the wheel descriptive words, phrases or sentences which describe how each perceives the other.

BEST COPY AVAILABLE

Exchange wheels with your partner. Put a plus sign to indicate where you agree with him in how he has described you and a minus sign to indicate your disagreements.

Then discuss agreements and disagreements. (If you wish to change something about yourself, discuss suggestions for change with your partner.)

The intermix is both a counseling and teaching tool. The first five steps offer an opportunity for getting acquainted, and sharing something of yourself, while steps 6 - 9 provide a creative format for teaching and learning specific information. The material distributed for learning can range all the way from steps in solving a math problem to interpreting prose and poetry.

The intermix is an ideal teaching method to use with H.E.A.P. students.

ACTIVITIES	ESTIMATED ACTIVITY LENGTHS
1. Close eyes - "here-and-how" feeling	3 minutes
2. Go across the room - talk to somebody	3 minutes
3. Repeat step 2 about three times, or as many times as desired	6 minutes (or more)
4. You and last partner stay together - get with one other couple and form a "growth-group." Introduce your partner to the two new members, describing him as you have gotten to know him in the last few minutes.	3 minutes (or more)
5. Join another growth-group to form a larger growth-group of people. Repeat introduction of your partner as in step 4.	6 minutes
6. Read distributed information silently.	10 minutes (with a warning after 5 minutes) "You are going to teach this information."

BEST COPY AVAILABLE

7.	Each member will take a turn presenting the information he has studied to the other member of his group.	4 - 8 minutes
8.	Repeat step 2, as often as desired, for purposes of teaching the total material learned in the growth group.	3 minutes and up
9.	Repeat step 4 for the purpose of sharing accumulated learnings.	4 minutes (or more)
10.	Closure - whole group reacts to the ideas and feelings generated by the "Intermix" experience.	5 minutes (or more)
	Estimated total time	55 minutes (more or less)

In the picture game, students in a group will each make a collage. Each member will try to include in the abstract, pictures representing his feelings, goals, (educational or otherwise) needs, etc. The teacher studies the collage and writes an interpretation of what he or she feels the student is expressing. A discussion follows in which the student and teacher try to identify true feelings, interpretations, etc.

In "What's Your Bag," another small group activity, members of a group each receive a bag and a supply of magazines (Life, Time, Look, etc.). Each member tears or cuts out pictures, drawings, advertisements, etc., which appeal strongly to him or her, and puts the items in his bag.

After about 15 minutes the bags are closed and each person draws a picture of himself on the outside of the bag. Members will then take turns taking out items, one piece at a time and explaining each.

Finally when the bag is empty, the student shows and explains his self-portrait. The next person will then begin. The game continues until all group members have had a turn.

At St. Philip's, we have used these and several other activities with good success. Try them, and invent your own variations.

THE KITTRELL COLLEGE PEER TUTORING PROGRAM--

Carolyn McCollum and Charles Williams

The purpose of the peer tutoring program at Kittrell College is to provide effective means of helping students deal with academic and social weaknesses and to encourage peer tutors to serve, under supervised provisions, as laisons between assigned tutees and professional counselors.

A peer tutor is defined a select student who is both willing to and academically capable of sharing his social and academic abilities to enhance other students' success with the college environment.

In order to qualify as a peer tutor, the student must meet the following criteria:

(1) Exemplify maturity in dealing with peers.

(2) Have an overall average of 2.0 (C), and at least a 2.5 average in his major field.

(3) Have recommendations from two instructors.

(4) Have the approval of the instructor he/she is to assist.

The final decision in selection of peer tutors is the responsibility of the Department of Counseling.

Peer tutors may be assigned many different tasks:

(1) The peer tutor keeps accumulative records for each of his tutees and his sessions with them. These records are presented to the counselors on a weekly basis.

(2) The peer tutor engages himself daily with his assigned teacher and tutee for at least three hours per day; fifteen hours per week; sixty hours per month.

(3) The peer tutor's time is divided between the classroom (at the appointed hour of class) and the tutorial center.

(4) The peer tutor is held accountable thru use of time cards (in the tutorial center) and monitoring from the counseling staff.

(5) The foremost responsibility of the peer tutor is that of winning the confidence of his tutees.

Peer tutors are required to meet with the counselors twice per week. These meetings consist of:

(1) Discussing various problems which have evolved

(2) Evaluating the program

(3) Recounting the kinds of things he/she has done (is doing) with his tutees

Effective supervision is based upon <u>total</u> <u>involvement</u> in the project. The need for peer tutors has to be reflected at the student, faculty, and administrative levels.

The Department of Counseling gives the project direction by:

(1) Making itself available to the tutors and tutees at all times

(2) Implementing effective supervisory controls

(3) Encouraging active participation and evaluation by instructors and administrators

The instructor also has responsibilities to the peer tutor:

(1) The instructor must effectively inform the tutor as to exactly what he/she wants done

(2) The instructor, peer tutor and counselor must work together to organize materials to be used in the tutorial center

(3) The instructor must not burden peer tutors with jobs such as grading papers, running errands, etc. (The peer tutor's function is to tutor students.)

TWO KINDS OF STUDENT SERVICES--Elouise Alston and George Williamson, Jefferson Community College, Louisville, Kentucky

The HEAP counselor has two types of responsibilities to students. The two kinds of student services which must be provided are student activities services and counseling services.

Someone must take responsibility for promoting participation in student activities, or disadvantaged students are not very likely to participate. In the Jefferson HEAP we have established a Student Advisory Council composed of elected HEAP students, along with an Activities Committee (which has organized a basketball team) and a Communications Committee (which publishes a weekly HEAP information sheet). In cooperation with the HEAP instructors we organize activities, mostly tours and films, on a once-per-week basis. We have awarded a certificate to a different outstanding HEAP student each week. We think it is important to have a variety of student activities which can be pointed out to each student as activities <u>for him</u>, not simply activities he might be interested in.

Our HEAP counseling services have consisted of three types: (1) individual counseling, (2) group guidance, and (3) a core personal development plan. Individual counseling sessions include interpretations of test scores and efforts to resolve personal and social problems. We hope through these sessions to help each student find identity and self-determination. Group guidance

sessions meet once a week for discussions. These groups are composed of not more than fifteen students each. We have discussed such topics as self-actualization concepts, the I'm O.K., You're O.K. concepts, Black is beautiful concepts, skill development for interpersonal effectiveness, factors in choosing vocations and educational majors, and the concept of contracting for personal development. The Core Personal Development Plan is the place that counseling services overlap with student activities services. This plan is our way of assuring that counselors and instructors plan experiences for ego-strengthening that can be correlated with classroom instruction. We consider cultural enrichment experiences to be a part of this plan.

Our approach is one of helping the student develop and state his personal goals and his vocational goals, of preparing him to accept a job where he will probably be satisfied, to employ the skills necessary for effective interpersonal experiences, and to accept responsibility for citizenship activities. In an effort to reach this point, we work through a number of highly specific activities, each being one where the student can succeed and develop just a little farther along the way toward those long-range goals.

PLANNING FOR POSITIVE EXPERIENCES--Henry E. S. Granger

Meridian Junior College, Meridian, Mississippi

The Meridian Junior College Higher Education Achievement Program employs preventive counseling as a basis and therapeutic counseling in a supportive role. Our students are assisted rather than directed. This does not mean functioning without structure. The best way to explain our situation is to parallel it with a situation where a smart wife catches her husband at the right time, does and says the right things, and very shortly afterwards he decides they need a new house, or car, or whatever. The truth of the matter is that he decided nothing because she had already decided and used her skillful influence to motivate him. Our position falls somewhat short of this situation in that we must exert influence but in a way acceptable and motivating to the students.

Every person who is or hopes to become a success with students enrolled under the Higher Education Achievement Program must realize and accept the fact that each student is and has the right to be an individual. This does not mean that he has the right to be alienated from other members of the group and not expected to adhere to the same expectations as they. It does mean that we should respect his right to be different. Our goal is not to grasp a group of warm bodies and send them through the "HEAP Factory" to be turned out a bunch of "Tin Soldiers." We are concerned about building men and women who are able to identify situations, analyze these situations, gather and weigh evidence to support decisions, predict possible outcomes, make appropriate decisions, act upon these decisions, and be prepared to accept the responsibility for their actions, be the results negative or positive. Positive outcomes are usually

incorporated into our growth process and negative outcomes are suppressed or discarded. My efforts are directed at helping students analyze these negative outcomes and use them as a basis for determining decisions involving similar or related future occurrences.

Many possible problem areas are curtailed by our "Be Frank Policy." Students are given accurate information about Meridian Junior College in general and the Higher Education Achievement Program in specific during our initial contact-interview. This is done with the intention of fully preparing them to make a decision acceptable to themselves. Our students seem better adjusted and more problem-free because they believe and understand the HEAP and the people working with them.

Our current student corps is composed of the most diverse range of backgrounds and/or personalities ever assembled at the institution. Students have been pulled from the following sources: (1) Small rural isolated settings with very little opportunity for growth and offering great possibilities for "social immobility"; (2) Ghetto area residents forced to travel "up hill to the bottom" because the "cycle of poverty" generates little or no opportunity to alter socio-economic conditions; (3) Former participants in Job Corps, Neighborhood Youth Corps, Manpower Development Training Act programs, Systematic Training in Area Redevelopment groups, Opportunities Industrialization Centers, and Work Incentive (WIN) Programs; current welfare recipients; and others from sources not officially identified. Many of our students fall into one of two distinct categories: (1) They attended a relatively large city high school and received low grades or, (2) they attended a rural

BEST COPY AVAILABLE

high school where they made good grades but the over-all academic status of the school was somewhat "sub-par," thus creating a situation where their indicated high achievement and the indicated low achievement of the persons who attended the city schools become parallel. These situations indicate that these students will have a better chance of being successful college students through a comprehensive program specifically designed to care for their low level of achievement and individual needs. Our counseling process is designed to coordinate all efforts to provide positive experience that can be used as a foundation for personal growth.

We fully accept caring as the basis for successful counseling. When I speak of caring, I am not referring to a passive type of caring, better known as "fronting." Our students believe in us and know that we care enough to always be there when needed.

Most forms of technological devices and tactics are probably quite useful in some instances, but when it comes to counseling, unless one is willing to give totally and completely of himself, he cannot remotely expect to be successful in helping people.

THE HEAP COUNSELING PROGRAM AT S. D. BISHOP STATE JUNIOR COLLEGE--Aliece F. Whitley and Ervin Thornton

Professional counselors are usually expected to have a bag of "tools and techniques" and to operate in a clinical atmosphere. HEAP counselors are different, dedicated to every known need of the students, and determined to encourage self-awareness, self-determination, self-realization and self-concept in HEAP students. HEAP students are chosen from groups of the educationally disadvantaged and/or underachievers. These students must be oriented to and prepared for participation in the regular college environment.

At S. D. Bishop, we have tried to accomplish these admittedly difficult objectives through a program combining personal counseling with group counseling classes. The Guide to Effective Study has been the source of our "self-survey" materials, which explore the individual and his personality development.

We also introduce a "How To Study" booklet as a means of assisting HEAP mentors in developing academic skills, and we have available a cassette series, Effective Communications, which includes tapes on listening skills as well as more conventional materials.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 06 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION